

# IDEAS THAT WORK

Each "Ideas That Work" will feature one or more fresh ideas that have been successfully applied to the human resource development environment, and, in most cases, have saved organizations money and valuable time through increased productivity.

If you would like to share a working "idea" with other members of the profession, please submit it to: *Training and Development Journal*, P.O. Box 5307, Madison, WI 53705.

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## VIDEOTAPE NEWS PROGRAM PROMOTES BETTER EMPLOYEE COMMUNICATIONS

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A new approach to employee communications has been inaugurated at Dremel Manufacturing Division of Emerson Electric Co., Racine, Wis.

Closed-circuit television/videotape, an important tool for sales and vocational training, is now being used as a "live" house organ to communicate company and employee activities and policies to employees. The monthly Dremel videotaped news program has

been aptly named TV Station W.G.O. (What's Going On) and is produced in living color.

Believed to be the first of its kind, the program is produced by employees, and, in doing so, helps employees communicate with each other as well as with company management.

The first videotape covered such activities as employee sports, awards and recognition presented to employees, installation of a new telephone system, and even customer product response.

After airing the first program, a survey of employees indicated an increase in employee enthusiasm. Many program ideas were suggested, including coverage of new company products and policies, employee spotlights, educational programming, and other employee/management activities.

The monthly programs are presented in a special employee viewing area, allowing for easy viewing during lunch and coffee breaks. Employees are notified of program

scheduling by notices on company bulletin boards.

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## "HOW ALAN LAKEIN SAVES TIME" — A PERSONAL CHECKLIST

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1. I don't own a television set. My family and I went to a motel to watch the moon walks and we rented a set for the political conventions.

2. I save all trivia for a three-hour session once a month.

3. I have my office close enough to my home to be able to walk to work.

4. I've given up forever all "waiting time." If I have to wait I consider it a "gift of time" to relax, plan or do something I would not otherwise have done.

5. I keep my watch three minutes fast.

6. I revise my life-goals list once a month.

7. I carry blank three-by-five index cards in my pocket to jot down notes and ideas.

8. I put signs up reminding me of my goals.

9. I schedule my time months in advance in such a way that each month offers variety and balance as well as "open time" reserved for "hot" projects.

10. I "do nothing" rather frequently.

11. If I seem to procrastinate I ask myself: "What am I avoiding?" and then I try to confront that thing head-on.

12. I start with the most profitable parts of large projects and often find it is not necessary to do the rest.

13. I do much of my thinking on paper.

14. I work alone creatively in the mornings and use the afternoons for meetings.

(Reprinted from the Winter/Spring 1978 issue of "News From Cally Curtis.")



William Dremel introduces new concept in employee communications at Dremel Manufacturing, monthly TV videotaped employees' news program, W.G.O. (What's going on).

## A NEW APPROACH TO MAINTENANCE TRAINING

The Eastern Associated Coal Corp. training department is putting a new twist on an old concept . . . on-the-job training . . . one which enables both the student and the company to reap immediate benefits.

"It's a new approach to maintenance training," explains Training Director Leo Morgan, "combining classroom study with localized hands-on practical experience."

The goal of the program is to develop mine electricians whose job it is to keep the entire electrical system and equipment in good working order.

The prototype, year-long program is now under way at Eastern's Keystone No. 5 Mine. It began last April with three weeks' classroom work in fundamentals

under the direction of John Haley, maintenance training instructor, followed by on-the-job instructions from the mine's maintenance training foreman.

Interspersed with the practical application of newly developed skills, trainees will have attended additional classroom sessions on hydraulics and mechanical application before a final one-week review in preparation for the state certification examination.

"There are several advantages to this new approach," Leo explains. "First, we can localize the training to suit a particular mine; second, the men are working on the equipment used in their mine and solving problems unique to that facility, and third, and what I believe makes this method of training particularly appealing, is that the men are being productive while they learn."



"One advantage to this new approach is that men are working on the equipment used in their mine and solving problems unique to that facility."

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- **Evaluation Guidelines for Training Programs** by Kent Chabotar and Lawrence Lad, Michigan State University (1974). Discusses the need for evaluation in designing effective training programs; furnishes suggestions on what to evaluate; provides criteria, research designs, and evaluation measures; introduces the reader to data-analysis methods & techniques used in comprehensive training program reviews. Includes an extensive bibliography on each aspect of evaluation as well as sample measures and self-instruction exercises at the end of each chapter. 253 pp.
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- **Productivity and Program Evaluation: Challenge for the Public Service** by Charles Wise and Eugene McGregor, Indiana University (1975). A result of the Conference on Productivity and Program Evaluation held in Chicago in June 1975. Includes contributions by academicians and practitioners from the United States and Canada. Topics: approaches to productivity measurement and program evaluation; productivity in state and local government; implications of productivity measurement and evaluation for trainers and personnel managers.

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As Leo outlines the routine, the four students currently in the program work as a team with the maintenance foreman, both in the shop, repairing and rebuilding equipment, and inside the mine, trouble-shooting and performing repair work on the job.

"It takes classroom theory and puts it to work," Leo adds. "I wish we could take all the credit for this new slant in training," he continues, "but we have to credit Bob Baldwin at Pittston Coal for developing the concept."

According to Don Kirby, superintendent of Keystone No. 5, "This has been one of the most successful approaches to maintenance training we have had to date. Our men gain practical experience and knowledge and we gain productive hours while they learn. That's a combination which can't be beat."

"Our next move," Leo says, "is to evaluate the program to be sure it is living up to our expectations and then to offer similar programs to our other mines, programs which are tailored to their particular needs."

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**HOW TO GET MORE  
FOR YOUR SPEAKER-DOLLAR**

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Professional speaker, Bill Woodruff, suggests there are ways to get more for the money you spend for speakers at your meetings. In spite of increasing fees, a little forethought, and a bit of negotiation, can make this area of association management more cost effective. Here are some of his pointers for getting "more bang for your buck":

1. Select high quality professional speakers who have more than one presentation and can do some custom-tailoring.
2. Lay out your program to use your professional speaker for two or even three presentations, i.e., Keynote & Workshop(s), Seminar(s) & Banquet, or Inspirational & Panel Discussion.
3. Explain to the speaker in specific detail the likes, dislikes, special vocabulary and problems of your participants.
4. Write out the objectives and actual content of your program so

the speaker can tie in with it.

5. Invite the speaker for the whole program. If this is not convenient, have a staff member describe, upon arrival, what has happened (including unusual situations or problems).

6. Use a three-point introduction lasting one-two minutes (if speaker doesn't provide own intro).

- a. Why this subject is important to your participants.
- b. Qualifications of the speaker to discuss this subject (include relevant credentials only).
- c. Speech title and name of speaker.

7. Allow the professional speaker the full time agreed upon except in a real emergency.

8. Provide chairs for 10 per cent less than anticipated attendance. But have enough chairs stacked in the room for 10 per cent *more* than anticipated.

9. Ask the professional speaker for advice and assistance when there are presentation problems such as:

- another speaker cancels at the last minute.
- audio, video or electrical failure requiring an impromptu "fill-in."
- loss of program time control requiring major surgery.
- VIP who must be on program but needs help badly.

Most professionals will be able to draw on a whole "warehouse" of previous difficulties and provide creative help.

10. Assign one knowledgeable and effective person, who is not burdened by other major assignments, to assist the speaker from the moment he or she arrives until departure time.

